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before. Then we say the world began with the first human being. This world is man's; it does not comprehend the world beyond man; that is, the world of some Superior Power or Being."*

"Man recognizes nothing, and doubts the possibility of anything existing, except in the divine shape, superior to himself anywhere. But some thing or being superior does exist, which in man's world is the Divine Being, the Almighty Power, whose world is not man's."†

MORRIS M. COHN.

ST. LOUIS, MO.

*Method of Instruction in Intellectual Philosophy in Hamilton College,
Clinton, New York.*

Four terms are given to Philosophical studies in Hamilton College, viz: one to Logic (Prof. Frink.) junior year; two to Psychology, (Prof. Mears,) and one to Moral Philosophy, (the President,) senior year. In the branch of Psychology, Sir William Hamilton's Lectures (Bowen's edition) is the principal text book. President Porter's "Elements" are used as supplementing Hamilton's "Doctrine of Perception," also as a substitute for the Scotch philosopher's very inadequate treatment of Imagination. President Porter's summaries of the History of the Doctrines of Perception, and of the Concept, are also used. Perhaps twenty lectures are given by the "Albert Barnes" Professor of Intellectual Philosophy, Prof. Mears, during the course, on Philosophy contemporaneous with and subsequent to Sir William, including a review of Mr. Mill's criticisms and an examination of the opinions of Comte, Spencer, Bain, and others of the modern English school. The main object of the lectures is to acquaint the student with the present phases of philosophical thought.

In order to develop more fully the original activity of the students' minds, questions suggested by the text book or lectures, for debate, are assigned by the professor of Intellectual Philosophy at regular intervals. While the text book is considered necessary to securing the concentrated and faithful attention of students in undergraduate classes, the development of original activity is also carefully provided for. This is secured in the department of psychology principally by means of debates on topics suggested by the text books or lectures, and assigned by the professor, in which every member of the class is required to take a part. The class is divided alphabetically into sections of six members. Each section is seasonably notified of the topic on which it is expected to debate. Sides are determined by lot. Seven or eight minutes are allowed to each disputant; the speaking is *extempore*. A few remarks are added by the professor. The exercise takes the place of a lecture or recitation, and occurs about once

*Ibid., p. 2. † Ibid., pp. 2-3.

in two weeks. Usually it elicits a lively interest in the class, and many bright and subtle thoughts scintillate around the well-sustained war of opinions. In order to a suitable preparation for the debate, the professor indicates the authorities on each side and gives hints as to the principal points. Among our most interesting questions are such as the following: "Is Philosophy the Most Useful of Studies?" Affirmative: Morell's Hist. Spec. Phil. Sec. 2; Porter's Human Intellect § 9-15. Negative: Lewes' History Introd. and p. 769 (Appleton's ed.) "Have we a Knowledge of the Infinite?" Aff., Porter's Elements, p. 550 to end, Calderwood's Philosophy of the Infinite, chap. 3, also pp. 379-387, 397-406, 428-436, McCosh's Intuitions, 186-201, note pp. 194, 195, Mill's Exam. I., p. 61-68, 102-124, Am. ed. Negative: Hamilton's Discussions, Mansell's Limits, lect. 2, 3, 4. "Is sight or touch the more important, in gaining a knowledge of the external world?" Affirmative: Hamilton's Reid, note E, p. 917, Helmholtz' Popular Scientific Lectures, p. 270, Am. ed., Locke's Essay, 2, 9-9. Negative: Porter's Elements, pp. 120-126, 154-164, Stewart's Elem., Vol. 1, 5, 2, §1, Thos. Brown, Lect. 29, Bain's Sense and Intellect, p. 366-373. "Is all Human Knowledge derived from Experience?" Affirmative: Mill's Exam., Vol. I., p. 80, 181-189, 307-321, Bain's Mental Science, p. 181, Appendix, p. 33, Ribot's English Psychology, pp. 100-104, 170, Lewes on Hume, Hist., p. 577, Mill's Logic, II., ch. 5-6, Locke's Essay and Exam. of Malebranche. Negative: McCosh's Intuitions, pp. 20, 280; Defense of Fundamental Truth, p. 251; Hamilton's Reid, 749-754; Amer. Presb. Quar. Rev., July, 1868, Jan., 1866; April and July, 1869; Mansell's Metaph., 66, 248; Battle of the two Philosophies. See Littell's Living Age, 4th Series, Vol. 15, p. 451.

A small optional class in the original of *Plato's Phædo* is always secured toward the end of senior year, which is conducted by the Professor of Intellectual Philosophy.

J. W. M.

CLINTON, N. Y.

BOOK NOTICES.

Table Talk. By A. Bronson Alcott. Boston: Roberts Brothers. 1877.

In the first part, or "Book I." we have under the head of "Practical," a series of eight chapters in which the paragraphs are classified as relating to I., Learning; II., Enterprise; III., Pursuits; IV., Nurture; V., Habits; VI., Discourse; VII., Creeds; VIII., Interleaves. The second part, or "Book II." includes suggestions on I., Method; II., Genesis; III., Person; IV., Lapse; V., Immortality.

We purposely call his treatment of the themes "suggestions," because it is of the nature of "Table-Talk" to consist of suggestions rather than to be full and exhaustive; desultory rather than systematic. There is however this great difference between the table-talk of Mr. Alcott and the other table-talks